

## **Rationale for Practice Portfolio**

**Title: My Understanding Mom**

**Grade: 4**

**Year released: 2007**

**Reflective Piece Title: Dear Reviewer**

### **\_\_\_2\_\_\_ Content (2,2,2)**

The writing attempts to establish and maintain a narrowed purpose, but lapses in analysis of how learning experiences has impacted him/her as a writer ("A lot of emotions come through my writing because..."). There is some awareness of audience's needs ("My memoir can show you that I really love my mom."). An attempt to communicate with the audience is evident ("You will see..., Now do you agree..."). The writing demonstrates some voice throughout the letter by including the writer's own thoughts and emotions. The details/support does not provide the reader with enough information on how he/she has grown as a writer through literacy.

### **\_\_\_3\_\_\_ Structure (3,3,3)**

The writing demonstrates logical, coherent organization by using the letter format and by moving the reader through the piece by focusing on portfolio entries. Logical, effective transitional elements were evident throughout (transitional phrases, paragraphing). Utilizing simple, compound, and a variety of sentence types demonstrates control in sentence structure.

### **\_\_\_3\_\_\_ Conventions (3,3,3)**

The writing demonstrates control of grammar and usage relative to length and complexity. Acceptable word choice appropriate for audience and purpose was evident (ability, memoir, pre-writing, vague). There is control of correctness relative to length and complexity (misuse of commas is noted).

### **Instructional Implications:**

Instruction should focus on the purpose of the reflective piece-to reflect on how literary experiences have made an impact on the student's growth as a writer.

**Title: My Understanding Mom**

**Grade: 4**

**Year released: 2007**

**Personal OR Literary Piece Title: My Understanding Mom**

**\_\_\_3\_\_\_ Content (3,3,3, )**

The writing establishes and maintains an authentic focused purpose throughout (how writer's mom is such an understanding person). The memoir indicates an awareness of audience's needs through questions and comments when providing information about her "understanding mom." The depth of idea development is evident by providing specific details/support of the impact Mom had on the writer's life and the significance of their relationship.

**\_\_\_3\_\_\_ Structure (3,3,3 )**

The writing demonstrates logical, coherent organization. Each paragraph contains an incident about when Mom is understanding, the interaction between Mom and the writer dealing with the incident, and then the lesson learned or the knowledge attained. Transitional elements (introductory phrases/clauses, paragraphs) move the reader easily through the memoir. There is control and variety in sentence structure.

**\_\_\_3\_\_\_ Conventions ( 3,3,3)**

The writing demonstrates control of grammar and usage relative to length and complexity by correctly applying grammar rules. Acceptable word choice appropriate for audience and purpose includes advice, wrong decisions, behavior, and privileges. There is control of correctness relative to length and complexity.

**Instructional Implications:**

Instructionally, a focus on insightful purpose (the impact of Mom's help on the writer's future) would lead to higher-level thinking.

**Transactive Piece Title: The Most Amazing Creatures**

**\_\_\_1\_\_\_ Content (1,1, 2)**

An attempt to establish a general purpose is evident ("read on to find out some interesting facts about these amazing animals), but there is a lack in focus when writing about discussing threatened species. The writing indicates a limited awareness of the audience's needs due to the fact that the piece contains a lot of information, but does not connect the importance of the information to the reader. The reader does not know how to utilize all the information from this report. Some idea development is evident, but consists mostly of a listing of facts learned that has no value to the reader. Some characteristics of the genre are evident (title, subtitles, paragraphing).

**\_\_\_3\_\_\_ Structure (3, 3, 3 )**

The information that is presented is logical and coherently organized. The transitional elements move the reader easily through the piece (subtitles, paragraphing). The writing demonstrates a control and variety in sentence structure (interrogative, declarative, exclamatory, short direct sentences, compound sentences).

**\_\_\_3\_\_\_ Conventions ( 3, 3, 3 )**

Grammar and usage are controlled. Word choice is appropriate for the topic, but does not relate to purpose. The writing demonstrates control of correctness relative to length and complexity (Internet documentation is not concise).

**Instructional Implications:**

This category of writing is intended to "get things accomplished" or to help the audience understand something better. An article is written from the perspective of an informed writer to a less informed reader. The writer in this piece has obviously researched the topic and attained valuable information. Instruction should focus on an authentic reason to write and a targeted audience. Documenting sources is also another topic for instruction.

# STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

## Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").

      

Student Signature

IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature: \_\_\_\_\_

## Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

      

Student Signature (optional)

**Required Verification Signature:** It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

**Optional Permission:** The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide re-scoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide re-scoring activities even if neither statement is signed.